

## INSTRUCTIONAL TIME

Survey responses point to key areas of need to further **protect teachers' instructional time**.



8 out of 10 teachers

report that they are able to serve their students with **minimal interruptions**.



About 3 in 10 experienced teachers

are spending more than 10 percent of their time on **student behavioral and disciplinary issues**.



Almost 60% of teachers

say they feel **pulled in many different directions** in terms of what to teach and how to teach it.

## CURRICULUM

Tennessee teachers report difficulties identifying and accessing **high-quality instructional materials**.

The average **K-3 reading teacher** spends



4.5 hours  
per week



**creating or sourcing materials** for daily reading blocks.

Almost half

of **instructional coaches** help teachers obtain resources and materials on a **daily basis**



though few coaches deem this one of the most effective uses of their time.

KEEP READING →

[Click here to explore the survey results in greater depth.](http://educatorsurvey.tn.k12.gov/#1/all-districts/all-schools/0)

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## EVALUATION

Teachers who find evaluation most useful **receive more feedback** paired with adequate time, materials, and access to staff expertise.

3 out of 4 teachers report that the evaluation process **improves their teaching**.



### These teachers are...

more likely to **report receiving feedback** as a result of the evaluation process.

more likely to say **their observer has the expertise** to evaluate their practice.

## PROFESSIONAL LEARNING

Teachers report relatively **few opportunities** for personalized professional learning.



3 out of 4 teachers say their professional learning **enhances their abilities** to meet the diverse needs of student learners.



7 in 10 teachers characterize their professional learning experience as **primarily prescribed** to them by their school or district.

Teachers whose professional learning was designed **in collaboration with administrators** were more likely to report receiving suggestions for professional learning that were **tailored to their needs**.

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